

Appendix D
Technical Aspects of Statewide Assessments
and ISTEP+ Legislation

Technical Aspects

The following material is intended to aid those called upon to explain to others issues such as referencing, reliability, and validity. We have provided a general overview in order to promote better understanding of ISTEP+ and of assessment in general. For further information see also *Appendix I* for the 2009 *ISTEP+ Reliability and Validity Report* submitted by CTB/McGraw-Hill.

Test Score Referencing: A Question of Meaning

A test score, in and of itself, has very little meaning. For a score to derive meaning, it must be referenced to an outside criterion agreed to and understood by those who interpret the results. Depending on the criterion selected, we can determine how a student performed in comparison to other students, or in comparison to a standard that defines success or mastery.

Criterion-Referencing: Setting a Goal for Performance

Criterion-referenced tests seek to yield information about what a particular child can or cannot do within a given subject area. Once an area of learning has been defined, test items can be written and selected in such a way that scores take on meaning in terms of knowledge of a particular subject matter. If we identify the score that corresponds to mastery of the subject area, we can tell how a student's performance compares to mastery.

Vertical Scaling (ISTEP+)

Vertical scaling is the psychometric step needed to link all statewide assessments so that longitudinal growth may be measured from grade level to grade level. In Fall 2002, the ISTEP+ assessment program initiated a vertical scaling project that resulted in grade-to-grade alignment of test scores. To construct the scale, test items drawn from each grade level's academic standards were developed and administered to representative samples of students in Grades 3-10 from across Indiana. Student responses were ordered sequentially, one level at a time, to create a vertical scale that connects all on-level tests for those grades.

Referencing ISTEP+

Among other things, ISTEP+ is intended to assist teachers in recognizing a student's strengths and areas of need relative to the *Indiana Academic Standards* to better drive instruction within the classroom. This purpose requires information about individual students and their respective mastery of English/language arts, mathematics, science, and social studies. ISTEP+ also provides information that is criterion-referenced relative to the *Indiana Academic Standards*.

Reliability: A Question of Accuracy

Reliability reflects how accurately a test measures the content it was intended to measure. In order for a test to be useful, then, it must be reliable. A test administered over and over to the same student (assuming no learning has taken place between test administrations) should produce similar (although not identical) scores. Reliability also can be demonstrated in other ways, such as by giving an examinee two halves of a test—the items of each selected at random—and then comparing the two scores. To ensure effectiveness, ISTEP+ items are subjected to various tests of reliability.

Content Validity

Content validity, unlike its psychometric counterpart, questions whether a test measures what is important and valid in the curricula. ISTEP+ has evolved continuously, since its inception in 1987, to measure more accurately that which is important and valued by Indiana educators and curriculum experts. All criterion-referenced reports indicate critical concepts and knowledge identified by the Indiana State Board of Education as *Indiana Academic Standards*. The Department's content and assessment staff, working with educators from around the state, continually strive for the best match possible between that which should be taught and that which is tested.

ISTEP+ Legislation

The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) and the Graduation Qualifying Examination

IC 20-18-2-6 “Graduation examination”

Sec. 6. “Graduation examination” means the test designated by the board under the ISTEP program.

IC 20-18-2-10 “ISTEP program”

Sec. 10. “ISTEP program” refers to the Indiana statewide testing for educational progress program developed and administered under IC 20-32-5.

IC 20-28-5-7

License revocation and suspension

Sec. 7. On the written recommendation of the state superintendent, the department may suspend or revoke a license for:

- (1) immorality;
- (2) misconduct in office;
- (3) incompetence; or
- (4) willful neglect of duty.

For each suspension or revocation, the department shall comply with IC 4-21.5-3.

IC 20-31-3

Chapter 3. Adoption of Academic Standards

IC 20-31-3-1 Adoption of academic standards

Sec. 1. The state board shall adopt clear, concise, and jargon free state academic standards that are comparable to national and international academic standards. These academic standards must be adopted for each grade level from kindergarten through grade 12 for the following subjects:

- (1) English/language arts.
- (2) Mathematics.
- (3) Social studies.
- (4) Science.

For grade levels tested under the ISTEP program, the academic standards must be based in part on the results of the ISTEP program.

IC 20-31-3-2 Development of subject area academic standards

Sec. 2. The department shall develop academic standards for the following subject areas for each grade level from kindergarten through grade 12:

- (1) English/language arts.
- (2) Mathematics.
- (3) Social studies.
- (4) Science.
- (5) Other subject areas as determined by the department.

IC 20-31-3-3 Revising and updating academic standards

Sec. 3. The department shall revise and update academic standards:

(1) for each grade level from kindergarten through grade 12; and
(2) in each subject area listed in section 2 of this chapter;
at least once every six (6) years. This revision must occur on a cyclical basis.

IC 20-32-2 Student Standards, Assessments, and Performance

Chapter 2. Definitions

IC 20-32-2-2 “Academic standards”

Sec. 2. “Academic standards” refers to the statewide academic standards developed under IC 20-31-3 indicating the skills and knowledge base expected of a student at a particular grade level for a particular subject area.

IC 20-32-2-3 “Student”

Sec. 3. “Student” means an individual who is enrolled in:
(1) a public school;
(2) an accredited nonpublic school; or
(3) another nonpublic school that has requested and received from the state board specific approval of the school’s educational program.

IC 20-32-4

Chapter 4. Graduation Requirements

IC 20-32-4-1 Graduation requirements; graduation examination; Core 40 curriculum

Sec. 1. (a) Except as provided in subsection (b), a student must meet:
(1) the academic standards tested in the graduation examination; and
(2) any additional requirements established by the governing body of the student’s school corporation;
to be eligible to graduate.
(b) Except as provided in sections 4, 5, 6, 7, 8, 9, and 10 of this chapter, beginning with the class of students who expect to graduate during the 2010-2011 school year, each student is required to meet:
(1) the academic standards tested in the graduation examination;
(2) the Core 40 course and credit requirements adopted by the state board under IC 20-30-10;
and
(3) any additional requirements established by the governing body; to be eligible to graduate.

IC 20-32-4-2 Additional examinations

Sec. 2. A student who does not meet the academic standards tested in the graduation examination shall be given the opportunity to be tested during each semester of each grade following the grade in which the student is initially tested until the student achieves a passing score.

IC 20-32-4-3 Repealed

IC 20-32-4-4 Graduation eligibility requirements for students not passing graduation examination

Sec. 4. A student who does not achieve a passing score on the graduation examination and who does not meet the requirements of section 1 of this chapter may be eligible to graduate if the student does all the following:

(1) Takes the graduation examination in each subject area in

which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination.

(2) Completes remediation opportunities provided to the student by the student's school.

(3) Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance.

(4) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.

(5) Otherwise satisfies all state and local graduation requirements.

(6) Either:

(A) completes:

(i) the course and credit requirements for a general diploma, including the career academic sequence;

(ii) a workforce readiness assessment; and

(iii) at least one (1) industry certification that appears on the state board's approved industry certification list, which must be updated annually with recommendations from the department of workforce development established by IC 22-4.1-2-1; or

(B) obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be aligned with the governing body's relevant policy and must be concurred in by the principal of the student's school and be supported by documentation that the student has attained the academic standard in the subject area based on:

(i) tests other than the graduation examination; or

(ii) classroom work.

IC 20-32-4-5 Children with disabilities; eligibility to graduate

Sec. 5. (a) This section applies to a student who is a child with a disability (as defined in IC 20-35-1-2).

(b) If the student does not achieve a passing score on the graduation examination, the student's case conference committee may determine that the student is eligible to graduate if the case conference committee finds the following:

(1) The student's teacher of record, in consultation with a teacher of the student in each subject area in which the student has not achieved a passing score, makes a written recommendation to the case conference committee. The recommendation must:

(A) be concurred in by the principal of the student's school; and

(B) be supported by documentation that the student has attained the academic standard in the subject area based on:

(i) tests other than the graduation examination; or

(ii) classroom work.

(2) The student meets all the following requirements:

(A) Retakes the graduation examination in each subject area in which the student did not achieve a passing score as often as required by the student's individualized education program.

(B) Completes remediation opportunities provided to the student by the student's school to the extent required by the student's individualized education program.

(C) Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's individualized education program with excused absences not counting against the student's attendance.

(D) Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board.

- (E) Otherwise satisfies all state and local graduation requirements.

IC 20-32-5-1 Purposes of ISTEP

Sec. 1. The purposes of the ISTEP program developed under this chapter are as follows:

- (1) To assess the strengths and weaknesses of school performance.
- (2) To assess the effects of state and local educational programs.
- (3) To compare achievement of Indiana students to achievement of students on a national basis.
- (4) To provide a source of information for state and local decision makers with regard to educational matters, including the following:
 - (A) The overall academic progress of students.
 - (B) The need for new or revised educational programs.
 - (C) The need to terminate existing educational programs.
 - (D) Student readiness for postsecondary school experiences.
 - (E) Overall curriculum development and revision activities.
 - (F) Identifying students who may need remediation under IC 20-32-8.
 - (G) Diagnosing individual student needs.
 - (H) Teacher education and staff development activities.

IC 20-32-5-2 Subject areas

Sec. 2. ISTEP program testing shall be administered in the following subject areas:

- (1) English/language arts.
- (2) Mathematics.
- (3) Science, in grade levels determined by the state board.
- (4) Social studies, in grade levels determined by the state board.

IC 20-32-5-3 Content of tests

Sec. 3. To carry out the purposes described in section 1 of this chapter, each English/Language Arts and mathematics test developed for use under the ISTEP program test must include the following:

- (1) A method of testing basic skills appropriate for the designated grade level, including multiple choice questions.
- (2) A method of testing applied skills appropriate for the designated grade level, including short answer or essay questions and the solving of arithmetic or mathematical problems.
- (3) A method of testing and grading that will allow comparison with national and international academic standards.

IC 20-32-5-4 Duties of board, state superintendent, and department

Sec. 4. (a) The state board shall:

- (1) authorize the development and implementation of the ISTEP program; and
- (2) determine the date on which the statewide testing is administered in each school corporation.
- (b) The state superintendent is responsible for the overall development, implementation, and monitoring of the ISTEP program.
- (c) The department shall prepare detailed design specifications for the ISTEP program that must do the following:
 - (1) Take into account the academic standards adopted under IC 20-31-3.
 - (2) Include testing of students' higher level cognitive thinking in each subject area tested.

IC 20-32-5-5 General language arts essay questions; scoring rubric; anchor paper

Sec. 5. The department shall make general language arts essay scoring rubrics available to the public at least four (4) months before the administration of a test. An essay question, a scoring rubric, or an anchor paper used in the ISTEP program must not seek or compile information about a student's:

- (1) personal attitudes;
- (2) political views;
- (3) religious beliefs;
- (4) family relationships; or
- (5) other matters listed in IC 20-30-5-17(b).

The ISTEP program citizens' review committee shall determine whether an essay question or a scoring rubric complies with this section.

IC 20-32-5-6 Scoring of student responses

Sec. 6. The scoring of student responses under an ISTEP program test:

- (1) must measure student achievement relative to the academic standards established by the state board;
- (2) must adhere to scoring rubrics and anchor papers; and
- (3) may not reflect the scorer's judgment of the values expressed by a student in the student's responses.

IC 20-32-5-7 Reports of scores in mathematics and English/language arts

Sec. 7. This subsection applies to reports of scores in mathematics and English/language arts. Reports must:

- (1) provide scores indicating student performance relative to each of the academic standards:
 - (A) established by the state board; and
 - (B) assessed by the test;
- (2) be related to passing scores established by the state board; and
- (3) contain the information listed in subdivisions (1) and (2) for the following levels:
 - (A) Individual student.
 - (B) Classroom.
 - (C) School.
 - (D) School corporation.
 - (E) Indiana.

IC 20-32-5-8 Reports; guide for interpreting scores

Sec. 8. Reports of student scores must be:

- (1) returned to the school corporation that administered the test; and
- (2) accompanied by a guide for interpreting scores.

IC 20-32-5-9 Test scores; inspection; rescoring

Sec. 9. (a) After reports of student scores are returned to a school corporation, the school corporation shall promptly do the following:

- (1) Give each student and the student's parent the student's ISTEP program test scores.
- (2) Make available for inspection to each student and the student's parent the following:
 - (A) A copy of the essay questions and prompts used in assessing the student.
 - (B) A copy of the student's scored essays.
 - (C) A copy of the anchor papers and scoring rubrics used to score the student's essays.

A student's parent may request a rescoring of a student's responses to a test, including a student's essay.

- (b) A student's ISTEP program scores may not be disclosed to the public.

IC 20-32-5-10 Parent/teacher conferences

Sec. 10. After a school receives score reports, the school shall schedule a parent/teacher conference with the following:

- (1) A parent of a student who requests a parent/teacher conference on the scores of the student.
- (2) The parent of each student who does not receive a passing score on the test. The conference must include a discussion of:
 - (A) the student's test scores, including subscores on academic standards; and
 - (B) the proposed remediation plan for the student.

IC 20-32-5-11 School corporation compilation of results

Sec. 11. Each school corporation shall compile the total results of the ISTEP program tests in a manner that will permit evaluation of learning progress within the school corporation. The school corporation shall make the compilation of test results available for public inspection and shall provide that compilation to the parent of each student tested under the ISTEP program.

IC 20-32-5-12 Annual school corporation performance report

Sec. 12. The department shall develop a format for the publication by school corporations in an annual performance report required by statute of appropriate academic information required by the department, including ISTEP program test scores, in a manner that a reasonable person can easily read and understand.

IC 20-32-5-13 School results

Sec. 13. The school corporation shall provide the ISTEP program test results on a school by school basis to the department upon request.

IC 20-32-5-14 Student results; consent

Sec. 14. Upon request by the commission for higher education, the department shall provide ISTEP program test results to the commission for those students for whom the commission under 20 U.S.C. 1232g has obtained consent.

IC 20-32-5-15 Testing schedule

- Sec. 15. (a) The state superintendent shall develop an ISTEP program testing schedule in which:
- (1) each student in grades 3, 6, 8, and 10 must be tested; and
 - (2) each student in grade 10 must take a graduation examination.
- (b) The state board shall adopt rules to establish when a student is considered to be in grade 10 for purposes of initially taking the graduation examination.

IC 20-32-5-16 Children with disabilities

Sec. 16. (a) A student who is a child with a disability (as defined in IC 20-35-1-2) shall be tested under this chapter with appropriate accommodations in testing materials and procedures unless the individuals who develop the child's individualized education program determine that testing or a part of the testing under this chapter is not appropriate for the student and that an alternate assessment will be used to test the student's achievement.

(b) Any decision concerning a student who is a child with a disability (as defined in IC 20-35-1-2) regarding the student's:

- (1) participation in testing under this chapter;
- (2) receiving accommodations in testing materials and procedures;
- (3) participation in remediation under IC 20-32-8; or
- (4) retention at the same grade level for consecutive school years;

shall be made in accordance with the student's individualized education program in compliance with the ISTEP program manual and federal law.

IC 20-32-5-17 Nonpublic schools

Sec. 17. (a) If a nonpublic school seeks accreditation as authorized under IC 20-19-2-8(a)(5), the governing body of the nonpublic school is entitled to acquire at no charge from the department:

- (1) the ISTEP program test; and
- (2) the scoring reports used by the department.
- (b) The nonpublic school seeking accreditation must:
 - (1) administer the ISTEP program test to its students at the same time that school corporations administer the test; and
 - (2) make available to the department the results of the ISTEP program testing.

IC 20-32-5-18 Innovative testing methods; pilot program

- Sec. 18. (a) The department shall establish a pilot program to examine innovative testing methods.
- (b) The department shall select a representative sample of school corporations determined through an application procedure to participate in the pilot program under this section.
- (c) The types of methods authorized under this program include the following:
- (1) Recently developed techniques for measuring higher order thinking skills.
 - (2) Performance testing of academic standards that are difficult to measure by a written test format.
 - (3) Expanded subject area assessment using student writing samples.
- (d) The funds necessary to implement a pilot program under this section shall be expended from the research and development program under IC 20-20-11.

IC 20-32-5-19 Use of state funds

- Sec. 19. If state funds appropriated for remediation are available under IC 20-32-8 at the end of a state fiscal year, the funds:
- (1) do not revert to the state general fund; and
 - (2) must be transferred to the 4R's technology program for use under IC 20-20-13-9.

IC 20-32-5-20 Repealed

IC 20-32-5-21 National or international assessments

- Sec. 21. (a) The state board may require schools to participate in national or international assessments.
- (b) The state board may establish an assessment to be administered at the conclusion of each Core 40 course in English/language arts, mathematics, social studies, and science. However, participation in a Core 40 assessment established under this subsection must be voluntary on the part of a school corporation.
- (c) The state board may establish a diagnostic reading assessment for use in grades 1 and 2 to promote grade level reading competency by grade 3. However, participation in a reading assessment established under this subsection must be voluntary on the part of a school corporation.

IC 20-32-5-22 Rules

Sec. 22. The state board shall adopt rules under IC 4-22-2 to implement this chapter.

IC 20-32-6

Chapter 6. ISTEP Program Citizens' Review Committee

IC 20-32-6-1 "Committee"

Sec. 1. As used in this chapter, "committee" refers to the ISTEP program citizens' review committee.

IC 20-32-6-2 ISTEP program citizens' review committee established

Sec. 2. The ISTEP program citizens' review committee is established.

IC 20-32-6-3 Members

Sec. 3. The committee has fifteen (15) members appointed as follows:

- (1) The governor and state superintendent shall appoint seven (7) lay members.
- (2) The speaker of the house of representatives shall appoint four (4) members, selected as follows:
 - (A) Two (2) members of the house of representatives from different political parties.
 - (B) Two (2) persons who:
 - (i) are not members of the general assembly; and
 - (ii) have an interest in education.
- (3) The president pro tempore of the senate shall appoint four (4) members, selected as follows:
 - (A) Two (2) members of the senate from different political parties.
 - (B) Two (2) persons who:
 - (i) are not members of the general assembly; and
 - (ii) have an interest in education.

IC 20-32-6-4 Per diem and traveling expenses

Sec. 4. Each member of the committee who is not a state employee is entitled to the minimum salary per diem provided by IC 4-10-11-2.1(b) and reimbursement for traveling expenses and other expenses actually incurred in connection with the member's duties as provided in the state travel policies and procedures established by the Indiana department of administration and approved by the budget agency.

IC 20-32-6-5 State employee per diem and traveling expenses

Sec. 5. Each member of the committee who is a state employee but who is not a member of the general assembly is entitled to reimbursement for traveling expenses and other expenses actually incurred in connection with the member's duties as provided in the state travel policies and procedures established by the Indiana department of administration and approved by the budget agency.

IC 20-32-6-6 Legislator per diem and traveling expenses

Sec. 6. Each member of the committee who is a member of the general assembly is entitled to receive the same per diem, mileage, and travel allowances paid to members of the general assembly serving on interim study committees established by the legislative council.

IC 20-32-6-7 State superintendent; convening committee

Sec. 7. The state superintendent shall:

- (1) convene the committee before a pilot test is conducted; and
- (2) present items listed in section 8 of this chapter to the committee for the committee's review.

IC 20-32-6-8 Committee review

Sec. 8. The committee shall review the following that the department proposes for use in the ISTEP program:

- (1) Essay questions and prompts.
- (2) Scoring rubrics.

The committee must review an item listed in subdivisions (1) and (2) before the item is used in a test.

IC 20-32-6-9 Committee consensus

Sec. 9. The committee must reach a consensus on each item listed in section 8 of this chapter before the item may be used in the ISTEP program.

IC 20-32-6-10 Committee review of anchor papers

Sec. 10. The department shall make available anchor papers for review by the committee as soon as the department selects the anchor papers.

IC 20-32-8

Chapter 8. Remediation

IC 20-32-8-1 “Grant”

Sec. 1. As used in this chapter, “grant” refers to a grant under the remediation grant program established under this chapter.

IC 20-32-8-2 “Program”

Sec. 2. As used in this chapter, “program” refers to the remediation grant program established under this chapter.

IC 20-32-8-3 “Student”

Sec. 3. As used in this chapter, “student” means any individual who is enrolled in a school corporation.

IC 20-32-8-4 Remediation grant program

Sec. 4. The remediation grant program is established to provide grants to school corporations for the following:

- (1) Remediation of students who score below academic standards.
- (2) Preventive remediation for students who are at risk of falling below academic standards.
- (3) For students in a freeway school or freeway school corporation who are assessed under a locally adopted assessment program under IC 20-26-15-6(7):
 - (A) remediation of students who score below academic standards under the locally adopted assessment program; and
 - (B) preventive remediation for students who are at risk of falling below academic standards under the locally adopted assessment program.

IC 20-32-8-5 Department duties

Sec. 5. The department shall do the following:

- (1) Subject to section 6 of this chapter, develop a formula to be approved by the state board, reviewed by the budget committee, and approved by the budget agency for the distribution of grants to school corporations.
- (2) Distribute grant funds according to the formula.
- (3) Determine standards for remediation programs to be funded under the program.

- (4) Administer the program.

IC 20-32-8-6 Formula for distribution of grants

Sec. 6. The formula the department develops under this chapter must provide the following:

- (1) Each school corporation must be able to qualify for a grant.
- (2) A maximum grant amount must be determined for each school corporation.
- (3) The amount that a school corporation may receive per student must be related to:
 - (A) the percentage of students scoring below state achievement standards; or
 - (B) for a freeway school or freeway school corporation having a locally adopted assessment program, the percentage of students falling below achievement standards under the locally adopted assessment program.

The school corporation having the highest percentage of students scoring below state achievement standards must be entitled to the highest grant amount per student.

- (4) The actual grant to a school corporation must be the lesser of:
 - (A) two hundred percent (200%) of the amount appropriated by the governing body of the school corporation under section 7 of this chapter; or
 - (B) the maximum grant amount determined for the school corporation under subdivision (2).
- (5) The amount distributed to school corporations under the program may not exceed the appropriation by the general assembly for the remediation grant program.

IC 20-32-8-7 Qualifications to receive grant

Sec. 7. A school corporation qualifies to receive a grant when the governing body of the school corporation appropriates money from the general fund of the school corporation for a:

- (1) remediation program; or
 - (2) preventive remediation program;
- that meets the state board's standards for funding under the program, and, if the program is a preventive remediation program, that has been approved by the state board.

IC 20-32-8-8 Remediation programs or preventive remediation programs

Sec. 8. The governing body of a school corporation may establish a remediation program or a preventive remediation program under this chapter for all students who fall below the academic standards adopted under IC 20-31-3. The governing body shall spend money under this chapter for direct remediation or direct preventative remediation services for students.

IC 20-32-8-9 Remediation programs; guidelines

Sec. 9. If the governing body decides to establish a remediation program or preventive remediation program under this chapter, the governing body must:

- (1) give priority in the allocation of resources to students who are deficient in reading skills in grade 1 through grade 3;
- (2) subject to section 10 of this chapter, determine the type of program that best fits the needs of the students of the school corporation; and
- (3) adopt guidelines for:
 - (A) procedures for determining student eligibility for a program; and
 - (B) implementation of the program.

IC 20-32-8-10 Reading recovery program

Sec. 10. If the governing body decides to offer a preventive remediation program, the governing body shall consider including a reading recovery program.

IC 20-32-8-11 Children with disabilities

Sec. 11. Notwithstanding the requirements of this chapter, any decisions made with regard to:

- (1) attendance in a remediation program;
- (2) ISTEP program testing; and
- (3) the grade level placement;

for a student who is a child with a disability (as defined in IC 20-35-1-2) shall be made in accordance with the individualized education program, state law, and federal law.

IC 20-32-8-12 Curriculum guidelines

Sec. 12. The department shall develop curriculum guidelines for use by each school corporation in developing its remediation program under this chapter.

IC 20-32-8-13 Rules

Sec. 13. The state board shall adopt rules under IC 4-22-2 to implement this chapter.

Compulsory Documentation**IC 20-33-2-13 High school transcripts; required contents**

Sec. 13. (a) A school corporation shall record or include the following information in the official high school transcript for a student in high school:

- (1) Attendance records.
- (2) The student's latest ISTEP program test results under IC 20-32-5.
- (3) Any secondary level and postsecondary level certificates of achievement earned by the student.
- (4) Immunization information from the immunization record the student's school keeps under IC 20-34-4-1.

(5) Any dual credit courses taken that are included in the core transfer under IC 21-42-5-4.

(b) A school corporation may include information on a student's high school transcript that is in addition to the requirements of subsection (a).

Home Schooled Students Enrolled in Public Schools**IC 20-43-4-6 Determination; full-time equivalency basis**

Sec. 6. (a) In determining ADM, each pupil enrolled in a public school and a nonpublic school is to be counted on a full-time equivalency basis if the pupil:

- (1) is enrolled in a public school and a nonpublic school;
- (2) has legal settlement in a school corporation; and
- (3) receives instructional services from the school corporation.

(b) For purposes of this section, full-time equivalency is calculated as follows:

STEP ONE: Determine the result of:

(A) the number of days instructional services will be provided to the pupil, not to exceed one hundred eighty (180); divided by

(B) one hundred eighty (180).

STEP TWO: Determine the result of:

(A) the pupil's public school instructional time (as defined in IC 20-30-2-1); divided by

(B) the actual public school regular instructional day (as defined in IC 20-30-2-2).

STEP THREE: Determine the result of:

(A) the STEP ONE result; multiplied by

(B) the STEP TWO result.

STEP FOUR: Determine the lesser of one (1) or the result of:

(A) the STEP THREE result; multiplied by

(B) one and five hundredths (1.05).

Indiana Administrative Code

511 IAC 5-2-4 Accommodations

Authority: IC 20-19-2-8; IC 20-32-5-22

Affected: IC 20-31-4; IC 20-31-11; IC 20-32-5; IC 20-32-8; IC 20-35

Sec. 4. (a) The case conference committee may determine that a testing accommodation is necessary for a student, who is a student with a disability under 511 IAC 7, to take the test. The accommodation must be documented in the student's individualized education program as defined in 511 IAC 7, the student's permanent educational record, and on the appropriate ISTEP document.

(b) For a student who has an unusual condition that significantly impairs the student's ability to take the test, but to whom subsection (a) does not apply, the building principal or principal's designee shall ensure that determinations about testing accommodations are made. Examples of these conditions range from temporary disabling conditions, such as a broken arm, to chronic conditions that affect motor ability, such as cerebral palsy. The accommodation must be documented in the student's permanent educational record and on the appropriate ISTEP document.

(c) The building principal or principal's designee may determine that a testing accommodation is necessary for a student whose primary language is a language other than English and who is a student with limited English proficiency. The accommodation must be documented in the student's permanent educational record and on the appropriate ISTEP document.

(d) Subject to the requirements of federal law, IC 20-35, and the ISTEP program manual, testing accommodations include, but are not limited to:

- (1) adaptive equipment;
- (2) braille;
- (3) increased testing time;
- (4) large print; and
- (5) a test assistant to fill in the answers indicated by the student on the answer document.

511 IAC 5-3-2 Completion of Core 40

Authority: IC 20-19-2-8; IC 20-32-5-22

Affected: IC 20-30-10-1; IC 20-32-4

Sec. 2. Before July 1, 2010, a student who does not receive a passing score on the graduation examination may be eligible to graduate if the principal of the school the student attends certifies that the student will within one (1) month of the student's scheduled graduation date complete all components of the Core 40 curriculum established under IC 20-30-10-1 with a grade of "C" or higher in all required and directed elective courses.

511 IAC 6.1-1-4 Accreditation requirements

Authority: IC 20-19-2-8; IC 20-31-4-17

Affected: IC 20-20-8-3; IC 20-31-5; IC 20-32-5; IC 20-32-8

Sec. 4. A school must meet the following accreditation requirements to be accorded full accreditation status:

- (1) Compliance with the following legal standards:
 - (A) Health and safety requirements listed under 511 IAC 6.1-2.
 - (B) Minimum time requirements listed under 511 IAC 6.1-3.
 - (C) Staff-student ratio requirements listed under 511 IAC 6.1-4.
 - (D) Curriculum offering requirements listed under 511 IAC 6.1-5.

- (E) Instructional staff requirements listed under 511 IAC 6.1-6.
 - (F) ISTEP participation requirements in accordance with IC 20-32-5, IC 20-32-8, and 511 IAC 5-2.
 - (G) Mandatory annual assessment requirements in accordance with 511 IAC 6.2-6.
 - (H) Accurate and timely submission of all reports required of schools.
 - (I) Production of an annual performance report that meets the requirements of IC 20-20-8 and in the case of a:
 - (i) public school, is published in accordance with IC 20-20-8-3; or
 - (ii) nonpublic school, is disseminated to school constituents.
 - (J) Strategic and continuous school improvement and achievement planning requirements under IC 20-31-5 and 511 IAC 6.2-3.
- (2) Assignment to one (1) of the following categories of school improvement and performance under 511 IAC 6.2-6-4:
- (A) Exemplary.
 - (B) Commendable.
 - (C) Academic progress.

511 IAC 6-7-6.1 Required and elective credits

Authority: IC 20-19-2-8

Affected: IC 20-30-5-9; IC 20-30-10-3

Sec. 6.1. (a) Beginning with students who enter high school in the 2000-2001 school year, a minimum of forty (40) credits is necessary for high school graduation. Twenty-four (24) of the credits shall be earned in the areas of study specified in subsection (b), and sixteen (16) of the credits shall be earned from courses in these and other areas of study listed in subsection (b) and 511 IAC 6.1-5.1.

(b) The twenty-four (24) required credits consist of the following:

- (1) Language arts 8 credits
- (2) Social studies 4 credits
- (3) Mathematics 4 credits
- (4) Science 4 credits
- (5) Additional credits in the areas above or in technology competency 2 credits
- (6) Health and education 1 credit
- (7) Basic physical education 1 credit

(c) Courses that may be counted toward the required credits prescribed in subsection (b) are subject to the following provisions:

(1) A minimum of six (6) credits of the language arts requirement shall be from the English language arts area of study and is to provide a balance of the following:

- (A) Writing
- (B) Reading
- (C) Listening
- (D) Speaking
- (E) Grammar
- (F) Literature
- (G) Media Studies

Two (2) credits may be from business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately language arts content. For students who successfully complete a Level III foreign language course, two (2) credits of the language arts requirement may be waived.

(2) The social studies requirement shall include the following:

- (A) Two (2) credits in United States history.
 - (B) One (1) credit in United States government.
 - (C) One (1) credit in another social studies course or in global economics or consumer economics.
- (3) For students who enter high school after June 30, 2004, mathematics credits must include two (2) credits in Algebra I or Integrated Mathematics I unless a student has completed Algebra I or Integrated Mathematics I prior to entering high school. A minimum of two (2) credits of the mathematics requirement shall be from the mathematics area of study. Two (2) credits may be from business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately mathematics content.
- (4) Subject to subdivisions (5) through (7), the health and education credit shall be from a course in the health and physical education area of study that has comprehensive health education content.
- (5) The health education credit may be waived for a student if the student's program includes three (3) credits from the family and consumer sciences courses:
- (A) Child development and parenting.
 - (B) Human development and family wellness.
 - (C) Interpersonal relationships.
 - (D) Nutrition and wellness.
 - (E) Orientation to life and careers or adult roles and responsibilities.
- (6) One (1) credit substitution of either a science, family and consumer sciences, or health and physical education credit may be used to fulfill the health education requirement for students qualifying under the religious objection provision of IC 20-30-5-9 (hygiene instruction).
- (7) The four (4) credits of science shall include content from more than one (1) of the major science discipline categories, which are the following:
- (A) Life science.
 - (B) Physical science.
 - (C) Earth and space science.
- Two (2) credits may be from business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately science content.
- (8) The technology competency requirement may be fulfilled by completing courses from the following:
- (A) Computer applications.
 - (B) Computer applications, advanced.
 - (C) Computer keyboarding/document formatting.
 - (D) Computer programming.
 - (E) Business technology lab I.
 - (F) Business technology lab II.
 - (G) Computerized accounting services.
 - (H) Computer operations and/or programming.
 - (I) Introduction to computer applications.
 - (J) Computer graphics.
 - (K) Communications processes.
 - (L) Technology systems.
 - (M) Two (2) credits in business technology, family and consumer sciences, technology education, or vocational-technical courses having predominately technology content taught through a project-based approach.
- (9) The technology competency requirement may be met by completing a student project that addresses individual, workplace, or community needs and demonstrates the ability to:

- (A) evaluate, select, and apply appropriate technology tools and resources;
- (B) use telecommunications tools and resources to meet needs for:
 - (i) collaboration;
 - (ii) research;
 - (iii) publication;
 - (iv) communications; and
 - (v) productivity;
- (C) use technology tools for managing and exchanging information;
- (D) use technology tools for information analysis, problem-solving, and decision making;
and
- (E) design, develop, publish, and disseminate information, models, or other creative products that include printed information and graphics, charts, tables, or other visual elements.

A student who meets the technology competency requirement by demonstrating these performances shall be given two (2) credits in computer applications.